



St Peter's Eaton Square Church of England Primary School

Religious Education Policy (Based on the LDBS Model Policy)

Date approved by the Governing Body: July 2024

To be reviewed by: July 2026
(unless there are any changes to the statutory requirements prior to this date)

Our Christian Vision

Rooted in the parable of the Good Samaritan, our vision calls us to act with compassion, dignity, and service. We believe every individual is made in the image of God and called to flourish. Through an inclusive, nurturing environment and a focus on our termly Christian values—Hope, Love, Service, Faith, Wisdom, and Forgiveness—we develop the whole child: spiritually, morally, socially, emotionally, and intellectually. This reflects the Church of England's aim to pursue 'life in all its fullness' and prepares pupils to become courageous advocates for others.

Introduction

Religious Education at St Peter's Eaton Square C of E Primary School is a core component of our curriculum. It reflects our theologically rooted vision and the Church of England's commitment to ensuring that every child can flourish and live "life in all its fullness" (John 10:10). Our RE curriculum is shaped by the **Church of England Statement of Entitlement**, the **LDBS syllabus**, and our school's Christian values: Hope, Love, Service, Faith, Wisdom, and Forgiveness.

We are a diverse and inclusive school where RE fosters curiosity, critical thinking, and respect for others. Through enquiry-based learning, children explore Christianity and other world faiths, forming their own beliefs and values with confidence and empathy.

Legal Requirements

As a Voluntary Aided Church of England school, RE is a statutory subject. It is taught according to the **LDBS syllabus**, reflecting the requirements of the Education Act 1996 and the School Standards and Framework Act 1998. RE is provided for all pupils from Reception to Year 6. Parents have the legal right to withdraw their child from RE. However, we strongly encourage full participation as RE is central to our school's vision and ethos.

School Context and Expectations

At St Peter's Eaton Square, we have high expectations for all pupils and strive to offer a rich, diverse RE curriculum within an inclusive and reflective school community. Our children are encouraged to explore their spiritual identities and engage in respectful dialogue across faiths and worldviews.

What is Religious Education?

RE is a core academic subject in our Church school, enabling pupils to develop their understanding of Christianity and other world religions. It helps pupils reflect on their own beliefs, understand the beliefs of others, and appreciate the influence of religion on individuals, communities, and culture.

The aims of RE at St Peter's, based on the Church of England Statement of Entitlement, are:

- To understand Christianity as a diverse, global, living faith
- To gain knowledge of a range of religions and worldviews
- To explore challenging questions of meaning and existence
- To recognise the impact of religion in British and global contexts
- To reflect on personal religious, spiritual, and philosophical beliefs

We also aim to develop in our children skills of thinking critically, spiritually, ethically, and theologically so that they are able to:

- Respect and appreciate the views, opinions, talents and beliefs of others
- Appreciate the uniqueness of each individual as well as develop a sense of belonging to a local and wider global community
- Develop a sense of commitment and service to others, especially those less fortunate than ourselves at home and abroad
- Understand the links between different world faiths and beliefs and the similarities and differences between them
- Accept the responsibilities and challenges of living in a multicultural and multi-faith society
- Appreciate the contributions made by our diverse society, especially in the Arts and Sciences
- Develop a sense of responsibility towards the environment as future 'stewards of our planet'

This is supported across the curriculum, including History, Geography, Science, PSHE, and our school ECO Committee.

We enhance spiritual development through:

- Our Vision Statement, virtues, Zones of Regulation, and Behaviour for Learning
- Empathy through fundraising activities e.g. sponsored walks, bake sales, for the Passage
- Creating a culture of trust, care, and compassion
- Encouraging appreciation for goodness, love, and wonder across the curriculum
- Supporting emotional awareness and self-reflection
- Promoting a clear moral code through our Behaviour and Anti-Bullying Policies
- Praising acts of kindness and embedding virtues into school displays and reflection corners

Teaching and Learning

We use a variety of teaching and learning styles in RE including engaging with key theological concepts and Bible texts, drama, looking at artefacts and use of film, art and music. Each class visits a place of worship annually, often linked to the world faith they are studying. Clergy support our RE curriculum and visit regularly. In Reception, clergy share weekly Bible stories.

Children are encouraged to explore and articulate their own views with confidence and respect. We follow the **LDBS syllabus**, introducing Christianity in depth from EYFS and exploring other major religions from Year 1 onwards. RE lessons promote reflection, personal connection, and spiritual growth.

Planning

Our RE planning follows a whole-school approach using the LDBS Syllabus. The curriculum intent aligns with the LDBS aims:

- To enable all children to become religiously literate
- To ensure RE enables children to live life in all its fullness
- To develop critical thinking, theological reflection, and questioning

Long-term and medium-term planning is overseen by the RE Leader. Short-term planning is created by teachers and reviewed collaboratively. Assessment includes formative observations and summative reflections recorded each term.

Children complete **sticky knowledge quizzes** and **philosophical and Social Science reflection questions** to assess their understanding and application of learning. Staff record this on a shared Google Drive, enabling SLT and the RE lead to track impact and inform next steps.

Other Religions

We are committed to supporting all children in their own spiritual journeys. RE includes the study of Judaism, Islam, Hinduism, Sikhism, Buddhism, and Humanism across the key stages. Where possible, we include visits to places of worship and guest speakers from different faiths, including parent assemblies where they talk about their faith to pupils. Lessons emphasise common values, mutual respect, and interfaith dialogue.

Serving the Wider Community

Children are encouraged to live out their learning through service:

- Fundraising (e.g. The Passage (a charity with a mission to eradicate homelessness), Red Nose Day)
- Awareness campaigns (e.g. Remembrance, International Day)
- Participating in community events and Diocesan partnerships
- Taking part in environmental stewardship, and charity events
- Being a Rights Respecting School, with a Rights Respecting school and Eco council

These opportunities develop compassion, courage, and a sense of global citizenship.

Environment and Resources

RE is resourced with artefacts, books, and visuals reflecting world faiths. Each classroom has a reflection area and RE working wall. Visits and visitors enrich learning. Digital resources, theological texts, and music are used to deepen engagement.

Continued Professional Development (CPD)

All staff engage in RE CPD through LDBS training, school INSETs, and diocesan networks. The RE Leader ensures staff are equipped to teach the subject with confidence and theological accuracy.

Parents and Carers

Parents are invited to RE exhibitions and whole school assemblies where the pupils share information about their faiths. We respect the diverse backgrounds of our families and encourage home-school dialogue about faith and values.

Role of the RE Subject Leader

The RE Lead oversees planning, delivery, and assessment. They monitor teaching, coordinate CPD, lead worship planning, and track impact using assessment data, pupil voice, and book looks. They liaise with clergy and governors to ensure high standards.

Early Years Foundation Stage

In EYFS, RE is delivered through stories, discussion, role play, and creative activities. Children explore Christianity and begin learning about other faiths through festivals, songs, and visits. The curriculum supports spiritual development and vocabulary acquisition.

Religious Education in Key Stage One

KS1 pupils deepen their understanding of Christianity, Judaism, and Islam through storytelling, artefacts, drama, and discussion. They develop their ability to talk about beliefs and ask questions about meaning.

Religious Education in Key Stage Two

KS2 pupils study a broader range of religions and worldviews (including Hinduism, Sikhi, Buddhism, and Humanism). Lessons become more enquiry-based, encouraging personal reflection, critical thinking, and comparative analysis.

Impact of the LDBS Syllabus

The LDBS syllabus equips our pupils to:

- Engage deeply with Christian theology
- Appreciate religious diversity and complexity
- Connect RE with life, values, and lived experiences
- Achieve high standards of RE knowledge and skill

We regularly review our curriculum to ensure it enables all pupils to flourish.

Monitoring and Evaluation

RE is monitored through book looks, lesson observations, pupil voice, and data analysis. Teachers complete sticky knowledge and reflection quizzes; the data is recorded and reviewed each term to assess impact. The RE Lead and Governors use this to evaluate curriculum effectiveness and spiritual development.

Signed off by:

Head Teacher:	<i>JCarrington</i>
Governor:	<i>Fr Jonathan</i>
Date:	July 2024

Glossary / Appendix

This glossary provides definitions of key terms used throughout this policy to support understanding for all stakeholders, including parents, governors, and inspectors:

- **LDBS** – London Diocesan Board for Schools: A Church of England body that provides curriculum, training, and support to schools across London. It is responsible for the RE syllabus used at St Peter’s.
- **Sticky Knowledge** – Key facts, concepts, and vocabulary children are expected to retain long term. At St Peter’s, we assess this through regular quizzes and discussions to monitor what children remember and understand over time.
- **Reflection Quizzes** – Short, philosophical or personal-response-based questions used to help children internalise RE learning. These assess children’s ability to apply religious concepts to their own experiences and develop emotional and spiritual literacy. In addition to helping aid teachers to access the impact of RE in pupils’ lives.
- **Collective Worship** – A daily act of whole-school or class-based worship that includes prayer, stillness, reflection, singing, and storytelling. It reinforces our school’s Christian vision and values.
- **Zones of Regulation** – A framework that helps children understand and regulate their emotions by categorising them into different zones (e.g. calm, anxious, excited). It supports spiritual and moral growth.
- **Theological Literacy** – The ability to understand, reflect on, and discuss theological ideas, such as beliefs about God, Bible stories, and Christian doctrines.
- **Christian Values Committee** – A team of Year 6 pupil leaders who help embed the Christian vision of the school by leading prayer, selecting Bible verses, and celebrating acts of love and service across the school.
- **Social Sciences** – A branch of knowledge that explores human society, relationships, and behaviour. In RE, social sciences help children consider religion as a lived experience that shapes communities, identity, culture, and ethical choices.
- **Spiritual Development** – A key aspect of education that supports children’s sense of self, connection with others, wonder, and purpose. This is fostered across the curriculum and through our school ethos.
- **Enrichment** – Activities beyond the classroom that enhance learning, including trips to places of worship, guest speakers, fundraising events, and cross-curricular links (e.g. art, music, and science in RE).

Pupil Voice Examples (Monitoring & Evaluation)

We regularly gather pupil reflections on their RE experiences. These responses offer valuable insight into the impact of our curriculum:

“I liked learning about Hinduism because it made me think about how we all show kindness differently.” – Year 4 pupil

“At Christmas, we learned that light is a symbol of Jesus. That made me think about how I can be light for others, I really enjoyed seeing this in practice at our Christingle service at church!” – Year 2 pupil

“Our trip to a Sikh temple was exciting. I realised that people pray in different ways, but the meaning can still be the same – to feel close to God.” – Year 5 pupil

“I was nervous to talk in front of church, but I wanted to tell everyone about how our school helped fundraise for the homeless.” – Year 6 Christian Values Committee member